POLICY ANALYSIS: OUTCOMES AND STRATEGIES TO ATTAIN RESULTS
~ Recommendations to institutionalize School-to-Career principles in agencies through policy ~

Categorical resources and grant funds are reconfigured to lend support to the goals and principles of School-to-Career. The examples presented in this chart suggest outcomes which could be achieved if agencies support this recommendation via strategies set in policy and/or procedure.			
Outcome	Strategies to Achieve Result	Responsibility	Policy to Attain Results
Funds support staff development to connect School-to-Career goals and principles with categorical program goals.	Use Goals 2000 and other discretionary funding sources for staff development regarding linkages between standards and assessments and School-to-Career.	K-12 Education	
	Continue to support staff development necessary to sustain the Systems Change Project with state Children With Disabilities funds. Use such funds to teach educators how to develop and connect school- and work-based activities in classrooms, improving services to special needs students while benefiting all students in the school.	K-12 Education	
	Use Perkins and/or Tech Prep funds for staff development activities which connect workplace competencies to the curriculum.	Community College system	
Unspent categorical state funds are reallocated, via an RFP, to proposals which commit to including School-to-Career principles in activities.	Award the portion of Gifted & Talented funds that have been returned to the General Fund dependent on proposals which demonstrate strong connections between academic learning and the workplace for youth.	K-12 Education	

Outcome	Strategies to Achieve Result	Responsibility	Policy to Attain Results
The School Finance Act supports School-to-Career activities in schools.	Use School Finance Act funds to make up the difference between actual and expected funding for special education to focus on transition planning, allowing *all* students to benefit from special education's mastery of transition planning. This would have to be a school-by-school decision – however, the state education department could provide a checklist of such ideas for schools to consider.	K-12 Education	
	Allow Adult Basic Education providers to secure per-pupil operating revenue to serve out-of-school youth who desire a GED or other adult education services.	K-12 Education	
	Increase the utilization of Vocational Rehabilitation services for youth with disabilities who plan to attend a two- or four-year postsecondary program.	K-12 Education/ Human Services	
Programs which support and enhance the general curriculum are used to coordinate and sustain School-to-Career activities in schools.	Supplement the development of Health Pathways with Safe and Drug-Free Schools and Communities funds.	K-12 Education	
	Use Safe and Drug-Free Schools and Communities funds to help districts to integrate workplace competencies into health education curriculum standards.	K-12 Education	
Workforce development funds support functions of the School-to-Career system.	Supplement the salary of a School-to-Career coordinator or career counselor with Wagner-Peyser 10% funds. This position could be housed at a school, One-Stop, or elsewhere the region chooses.	Department of Labor & Employment	
Funds are available to postsecondary institutions to encourage workforce preparation goals for college students.	Tie legislative goals for the Higher Education Act to the life and career preparation goals inherent in higher education – this will allow incentive funds to support School-to-Career principles in postsecondary institutions.	Higher Education	
	Set aside a pot of workstudy funds to be available to students who choose workstudy options that are tied to a career pathway or meet a community need.	Higher Education	

Outcome	Strategies to Achieve Result	Responsibility	Policy to Attain Results
Vocational education funds support workplace competencies in the academic curriculum.	Encourage districts to require lifeskills and career awareness classes, using Perkins and/or Tech Prep funds to support such courses.	Community College system	
Education programs' administrative funds are used to maintain connections between the classroom and the world of work.	Connect School-to-Career principles to the state education department's coordinated on-site program reviews and technical assistance, demonstrating how School-to-Career principles can be a strategy to help programs improve students' academic success.	K-12 Education	
	Use coordinated reviews to identify opportunities to highlight School-to-Career connections as strategies to meet districts' needs, as well as to supply "best practice" models of how educational relevance, demonstrating connections between school and the world of work improve students' achievement.	K-12 Education	
	Safe and Drug-Free Schools and communities funds support collaboration between community programs and the six regional resource centers.	K-12 Education	

Departmental and program policies are aligned with strategies to ensure connections to School-to-Career goals and principles. The examples presented in this chart suggest outcomes which could be achieved if agencies support this recommendation via strategies set in policy and/or procedure.			
Outcome	Strategies to Achieve Results	Responsibility	Policy to Attain Results
Workplace competencies are integrated into a variety of programs' core operations.	Include demonstration and knowledge of school- and work-based learning in professional certification criteria for all teachers.	K-12 Education	
	Incorporate workplace competencies into the Family Literacy model advanced by Even Start. Weave workplace competencies throughout Even Start programs.	K-12 Education	
	Adopt workplace competencies into the GED and Adult Basic Education curricula.	Adult Education	
	Include workplace competencies as requirements in Colorado's "Certificate of Accomplishment" process for adult learners to achieve as they progress through the academic levels.	Adult Education	
	Incorporate workplace competencies into Comprehensive Health Education programs.	K-12 Education	
	Encourage One-Stops, county social services offices, community-based organizations, and other employment and training providers to adopt the workplace competencies into all training programs.	Stakeholders	
Assessments for the academic content standards reflect mastery of workplace competencies.	Secure a commitment to develop assessments for the academic content standards which reflect mastery of the workplace competencies relevant to each standard.	K-12 Education	

Outcome	Strategies to Achieve Result	Responsibility	Policy to Attain Results
Work-based learning connections are developed and supported in higher education.	Mandate private-sector job shadows and internships for all pre-service teacher programs in the semesters preceding student teaching.	Higher Education	
	Provide incentives to students who choose work study options that are specifically tied to a career pathway and/or meet a community need.	Higher Education	
	Require teacher education faculty to visit K-12 schools and businesses to understand better what new teachers must know to prepare students to excel in school and prepare for the future.	Higher Education	
	Integrate "experiential learning" options into postsecondary curricula, allowing students to receive credit for relevant service learning, internships, etc.	Higher Education	
	Offer incentives to encourage universities to develop strong relationships with local businesses, creating an infrastructure for offering school- and work-based learning opportunities for students.	Higher Education	
School-to-Career principles are utilized as a strategy to enhance the school improvement process.	Revise accreditation guidelines/criteria to incorporate school-workplace learning models, thereby permeating School-to-Career principles throughout policy and management practices for student-related/results-driven school improvement efforts.	K-12 Education	
Programs use common terminology to describe connections between academic learning and the world of work.	Use common terminology in special education, Improving America's Schools Act programs, Adult Basic Education, employment and training programs, and others.	Stakeholders	
	Require applications to the state for grant and categorical funds to use common terms to describe school- and work-based learning.	Stakeholders	
Performance goals and indicators include STC elements.	Include School-to-Career principles in the performance goals and indicators required for special education programs.	K-12 Education	

Outcome	Strategies to Achieve Result	Responsibility	Policy to Attain Results
Some savings from the Colorado Medicaid Program are used to supplement school- and work-based learning for health pathways.	Encourage districts to include plans for supplementing or developing health pathways, or other health-related connections, in plans for using savings from the Colorado Medicaid Program.	K-12 Education	
Academic content standards and workplace competencies are integrated into the secondary vocational curriculum.	Adopt standards into the secondary vocational curriculum. Develop a companion document to "Making Standards Work" to demonstrate how the academic content standards are relevant to vocational education.	Community College system	
Articulation agreements include workplace competencies or other elements demonstrating application of knowledge.	Encourage community colleges and universities to include School-to-Career competencies in articulations.	Community College System/ Higher Education	
School-to-work transition remains a priority for employment and training programs which serve youth.	Ensure that school-to-work transition remains a priority in workforce development policy, especially in transition from the Job Training Partnership Act to the Workforce Investment Act.	Department of Labor & Employment	

Colorado pursues waivers from federal regulations and/or state legislation to enhance the infrastructure to support and sustain the School-to-Career system. The examples presented in this chart suggest outcomes which could be achieved if agencies support this recommendation via strategies set in policy and/or procedure.			
Outcome	Strategies to Achieve Results	Responsibility	Policy to Attain Results
Waivers allow program funds to flow through entities other than local education agencies.	Seek a waiver to allow Goals 2000 funds to flow through an entity other than a local education agency if a community chooses such an alternative – for example, local grants could go to a One-Stop, the Colorado Association of Commerce and Industry or a postsecondary institution.	K-12 Education	
Ed-Flex authority is expanded to include programs in addition to the allowable titles of Improving America's Schools Act.	Request a waiver to allow special education (IDEA) and Perkins to be included in Ed-Flex waiver requests, strengthening opportunities for stronger, broader school-workplace connections while removing barriers to student achievement.	K-12 Education	
Funding is expanded to serve populations outside various programs' scopes by developing or enhancing school-work connections.	Increase special education funding to enhance transition services and provide career development activities to youth younger than age 14.	K-12 Education	
An aggregated electronic network enhances work-based learning and other opportunities to expand students' learning beyond the classroom.	Continue to seek legislation and a fiscal note for an aggregated electronic network, providing an access point in every county to electronically integrate K-12 schools, libraries, higher education, and state government. Include legislative language describing the ease of providing opportunities to expand students' learning beyond the classroom.	Stakeholders	
A results-based evaluation demonstrating the positive effects of integrating workplace principles into the general education curriculum is a catalyst to requesting funds to support School-to-Career.	Identify a funding source to support a comprehensive evaluation of School-to-Career – focus the evaluation on demonstrating how school-work connections help all students to succeed academically and position them to meet future goals.	Interested stakeholders	

Outcome	Strategies to Achieve Results	Responsibility	Policy to Attain Results
Create One-Stop centers specifically for youth.	Seek legislation to create the Colorado equivalent of 21st Century Learning Centers, providing coordinated access to educational information, career services, health care, child care, etc. Connect these centers with existing One-Stops and Family Centers.	K-12 Education Human Services	
School-to-Career principles are formally connected with the standards movement.	Seek a separate fiscal note to augment the Resource Bank, established in HB 93-1313, and make it widely available.	K-12 Education	
	Seek legislation to establish Information Literacy as one of the academic content standards which will be formally assessed among all students at varying grade levels.	K-12 Education	
Connections between education and the workforce development system are institutionalized.	Formalize the required School-to-Career representation on the Regional Workforce Boards via state legislation.	Labor & Employment	
	Strengthen and institutionalize the relationship between the Workforce Coordinating Council and School-to-Career via an Executive Order and/or legislation requiring coordinated oversight among all workforce preparation initiatives.	Labor & Employment	
Higher education considers progressive models for infusing career preparation and workplace learning into the postsecondary curriculum.	Seek legislation to pilot a "Work College" in Colorado. Different from "co-op" programs, all students attending such an institution will essentially receive a free college education by committing to a set number of service learning hours per academic credit hour.	Higher Education	

Interagency collaboration and commitments to pursue new partnerships are key elements to enhancing the infrastructure for sustaining the principles of School-to-Career. The examples presented in this chart suggest outcomes which could be achieved if agencies support this recommendation via strategies set in policy and/or procedure.			
Outcome	Strategies to Achieve Results	Responsibility	Policy to Attain Results
Partnerships enhance staff development opportunities.	Utilize the workforce development system's employment and job development counselors to provide in-service training for school counselors.	Labor & Employment/ K-12 Education	
	Provide opportunities for high school counselors to shadow employment and job development counselors, at the One-Stops and elsewhere, to ensure that their career planning advice parallels that which is provided outside the K-12 system.	Labor & Employment/ K-12 Education	
	Provide schools and postsecondary institutions access to the JobMatch system and all labor market information, including the new, interactive SARAS system. Likewise, PATHFINDER and other relevant education/skills software should be available through the One-Stops.	Labor & Employment/ K-12 Education	
	Include school counselors, transition coordinators, SWAP coordinators, and others in all training provided to One-Stop staff and stakeholders regarding resources that are available to aid job seekers and employers.	Labor & Employment	

Outcome	Strategies to Achieve Results	Responsibility	Policy to Attain Results
Collaboration offers alternative mechanisms to provide career preparation and other employment and training services to at-risk and out-of-school youth.	Station a parole officer at the One-Stop (or elsewhere the region chooses) to provide intensive career preparation and other employment and training services to paroled youth.	Juvenile Justice/ Human Services	
	Encourage districts to utilize School-to-Career models when designing curriculum elements for Charter Schools and alternative and night schools.	K-12 Education	
	Encourage districts to utilize drop-out prevention funds to support School-to-Career elements, especially around work-based learning and connecting activities, for at-risk youth.	K-12 Education	
	Allow One-Stops or other non-traditional education entities to secure per-pupil operating revenue to serve drop-outs.	K-12 Education	
	Develop partnerships between pregnant teen programs and One-Stops, family centers, and adult basic education providers – utilize partner organizations as host sites for pregnant teen programs, providing participants with access to and familiarity with all the available employment and training resources.	Stakeholders	
Partnerships provide new opportunities for developing career pathways and offering unique work-based learning opportunities to students.	Utilize school-based health centers and their partnerships with various health care providers to develop health pathways and provide career awareness, job shadow opportunities, and other such health-related workplace connections in schools.	K-12 Education	
	Partner schools with Adult Basic Education providers to provide service learning opportunities to students.	Adult Basic Education	
	Encourage Bilingual Education to partner with adult education/ESL programs – many ESL students worked in their former countries and could mentor a Bilingual student.	K-12 Education + Adult Education	

Outcome	Strategies to Achieve Results	Responsibility	Policy to Attain Results
Employment and training programs serving youth compliment School-to-Career activities without duplicating services.	Strengthen and increase collaboration among the Governor's Summer Job Hunt, summer youth programs, and School-to-Career.	Labor & Employment	
	Increase the uses of the 10% Wagner-Peyser funds to support connections between schools/students and employers.	Labor & Employment	

	The existing infrastructure is utilized to support and sustain School-to-Career principles. The examples presented in this chart suggest outcomes which could be achieved if agencies support this recommendation via strategies set in policy and/or procedure.		
Outcome	Strategies to Achieve Results	Responsibility	Policy to Attain Results
Distance learning networks support connections between schools and the workplace.	Vocational education utilizes distance learning to provide the "classroom instruction" pieces of a course, while a local business partner provides the "hands-on" learning experiences.	Community College system	
	Provide information about course-relevant internships and other work-based learning opportunities to students registering for courses through "virtual" higher education, such as Western Governors' University or the Electronic Community College.	Stakeholders	
	Use the electronic library network (ACLIN) as the primary electronic source to house information linking School-to-Career to a variety of education and training reform efforts.	K-12 Education	
	Provide appropriate technology to schools, or nearby access sites, to allow students to access courses not available in their school.	Stakeholders	
The six STC Regional Resource Centers (RRCs) are used to coordinate and disseminate information and technical assistance regarding linkages between School-to-Career and various education and employment initiatives.	Coordinate activities between the RRCs and the Office of Special Education Programs' Regional Resource Centers to link School-to-Career principles and workplace competencies throughout all programs serving children and youth with disabilities.	K-12 Education	
	Utilize the RRCs to disseminate information and broker technical assistance regarding methods for providing transition-type services to *all* students.	K-12 Education	
	Make the RRCs a primary point of contact coordinate activities between the regional One-Stop Career Centers and all the School-to-Career Partnerships in the region.	Labor & Employment	
	Connect the RRCs to the Colorado Department of Education's regional technical assistance design.	K-12 Education	
	Utilize the RRCs to coordinate activities with the youth councils required by the Workforce Investment Act.	Human Services	

Outcome	Strategies to Achieve Results	Responsibility	Policy to Attain Results
One-Stop Career Centers are used to provide the workforce preparation services inherent in the goals of School-to-Career.	Use the One-Stops as the primary liaison for connecting employers and the K-16 education system.	Labor & Employment	
	Develop a formal regionalization plan to fit the six School-to-Career regions into the 18 workforce development regions.	Labor & Employment	
Linkages with School-to-Career is an agenda item for state-level advisory boards and councils; representatives with School-to-Career expertise are involved on such boards and councils.	Ensure that the State Parent Advisory Committee for Migrant Education understands how School-to-Career competencies can help eligible students achieve academic success and define and work toward employment goals.	K-12 Education	
	Encourage the Dept. of Labor & Employment Employers' Advisory Committee to adopt developing strategies to strengthen school-workplace connections as an agenda item.	Labor & Employment	
	Require the Workforce Coordinating Council and Regional Workforce Boards to include more representatives with School-to-Career expertise in their memberships.	Labor & Employment	
	Ensure that the Tech Prep Advisory Committee maintains School-to-Career principles as a key agenda item.	Community College system	
Family Centers are utilized by parents and students in communities for "one-stop" access to services which contain many elements of School-to-Career.	Integrate School-to-Career principles into all services provided at Family Centers. Expand the Family Centers initiative.	Human Services	

Requirements for competitive grants and continuation grant funding include connections to School-to-Career principles. The examples presented in this chart suggest outcomes which could be achieved if agencies support this recommendation via strategies set in policy and/or procedure.			
Outcome	Strategies to Achieve Results	Responsibility	Policy to Attain Results
Evidence of School-to-Career components is required in various grant applications and funding requests from local districts, agencies, etc.	Require applications for Gifted and Talented funding to demonstrate how programs will help to relate school to the world of work.	K-12 Education	
	Require School-to-Career connections to be demonstrated in Technology Literacy Challenge Grant applications.	K-12 Education	
	Require connections of School-to-Career principles as a criteria for applications requesting Safe and Drug-Free Schools and Communities funds.	K-12 Education	
	Require applicants to demonstrate integration of School-to-Career principles in activities as a criteria in applications for Title VI funds.	K-12 Education	
School-to-Career expertise is represented on the paneling committees for competitive grant applications.	Encourage representatives with School-to-Career knowledge to be included on the paneling committee for Technology Literacy Challenge Grants	K-12 Education	
	Include representatives familiar with School-to-Career principles on the paneling committee for Goals 2000 funding.	K-12 Education	
	Encourage the paneling committee to decide Adult Basic Education funding awards to include representatives with School-to-Career knowledge.	Adult Basic Education	
	Include School-to-Career representation on the committee reading One-Stop Career Center applications.	Labor & Employment	

RESOURCE MAPPING CHART
~ Recommendations of Linkages to Support School-to-Career Goals ~

Agency	Program/Funding Stream	Recommendation

RESOURCE MAPPING CHART
~ Recommendations of Linkages to Support School-to-Career Goals ~

Agency	Program/Funding Stream	Recommendation

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~ Recommendations of Linkages to Support School-to-Career Goals ~

Agency	Program/Funding Stream	Recommendation

POLICY ANALYSIS: OUTCOMES AND STRATEGIES TO ATTAIN RESULTS
~ Recommendations to Institutionalize School-to-Career Principles in Agencies through Policy ~

Policy Goal:			
Outcome	Strategies to Achieve Result	Responsibility	Policy to Attain Results

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Policy Goal:			
Outcome	**Strategies to Achieve Result**	**Responsibility**	**Policy to Attain Results**

Receiving agency support

Before requesting the right-of-ways to proceed with our journey, we needed to get blanket permission to travel to our destination. Completing this step entailed a two-part process: first, a "checklist" of broad ideas for policy investment was developed; then, focus groups were held with key agency personnel to elicit support for the ideas.

The "checklist" contains ideas to be considered for creating an infrastructure to sustain the principles of School-to-Career and to build School-to-Career capacity in state agencies. It was designed to be a tool for state agencies and statewide policy organizations to use to assess their goals and consider where and how policy, collaboration, and linkages with the goals and principles of School-to-Career can jointly help to meet the organization's priorities and the needs of Coloradans. This checklist was presented to focus groups with key personnel in the state agencies which have programs which could/do support School-to-Career's goals and principles.

A policy checklist is a tool for agencies to use to assess their goals and consider linkages with School-to-Career

To create a checklist of recommendations to build School-to-Career capacity in state agencies, consider the following steps:

1.   Review the final analysis chart (the chart containing the outcomes and policy goals) to identify the common themes which permeate the outcomes.

2.   Use these broad themes to develop a generic set of ideas for creating an infrastructure to support and sustain the goals and principles of School-to-Career. Ensure that the ideas are not program-specific, but can generally pertain to any program included in the Resource Scan.

3.   Review the Resource Scan and interview notes for examples of existing connections for each recommendation to facilitate approval of the ideas. Include these examples, along with space for agencies to identify their own ideas, on the chart.

Colorado's checklist is attached for review. Following this example, a checklist template is provided.

Creating an Infrastructure to Support & Sustain the Colorado School-to-Career System

Recommendations to Build
School-to-Career Capacity in State Agencies

Developing a sustainable School-to-Career system is a key to Colorado's future. Increasing our human potential has been a major Colorado policy priority, and School-to-Career is a key strategy for achieving this goal. A strong School-to-Career system will make education more relevant, enabling students to develop the necessary skills and knowledge to pursue high-skill/high-wage jobs. It will support employers who must maintain their economic competitiveness in the global economy. State agencies and organizations have an essential role in developing such an infrastructure, from encouraging shifts in state education and workforce development policies to educating governing boards and staff about the goals of School-to-Career and the mutual benefits of collaboration to creating a demand for a strong and sustainable School-to-Career system.

This checklist is designed to be a tool for state agencies and statewide policy organizations to use to consider ideas for creating an infrastructure to sustain the principles of School-to-Career. Consider it a lens for assessing your organization's goals and identifying where and how policy, collaboration, and linkages with the goals and principles of School-to-Career can jointly help to meet the organization's priorities and the needs of Coloradans.

The tool is purposely broad in its scope to fit a variety of organizational priorities. A checklist of key strategies are recommended to represent some ideal opportunities for Colorado to set policy to facilitate and/or maintain connections with the goals and principles of School-to-Career. For each strategy, the chart also presents some examples of where such connections or policy shifts have already been made. Carefully consider the recommendations in terms of your organization's role in developing our human potential, and use the checklist to pursue those strategies that make sense for your organization. Through collaboration and focus on our common, bottom-line goals, we can jointly increase our human potential and help to ensure a strong future for Colorado and the nation.